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ABSTRACT

This report describes the complexities of the process of developing National Vocational Qualifications (NVQ) in Britain. It identifies many of the organizations and agencies that are involved in the establishment of a new framework of vocational qualifications. Issues, such as progression and credit accumulation, assessment of open access and prior learning, and monitoring and verification, that colleges will have to face concerning the introduction of the new framework are described. The work accomplished in the following occupational sectors is described: agriculture, business administration and commercial, caring, construction, engineering, hairdressing, hotel and catering, motor vehicle retail and maintenance, retail, travel and tourism, and wholesale. Each occupational sector description includes background information, such as sector characteristics, Vocational Education and Training (VET) organization and development, and implications for further education (FE); and progress toward NVQ status, including accreditations and other developments. A glossary of 56 abbreviations is included. (CML)

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NATIONAL VOCATIONAL QUALIFICATIONS and FURTHER EDUCATION

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NATIONAL VOCATIONAL QUALIFICATIONS and FURTHER EDUCATION

A commentary on progress

John Pursaill

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FOREWORD

This report, the result of a project funded by the Work-Related Further Education Development Fund of the Training Agency and managed by the Further Education Unit (FEU), describes the progress made towards National Vocational Qualifications in a number of occupational sectors.

The field research was carried out by John Pursaill during the early part of 1989 and therefore some of the information relating to each occupational sector might already be out of date. This is regrettable but unavoidable. The scale and pace of the development work being undertaken by the National Council for Vocational Qualifications, the Training Agency, Lead Industry Bodies, examining and validating bodies and others means that the subject matter for a document such as this is rapidly changing. The contents of this report necessarily, therefore, represent a 'snapshot' in time.

However, our intention was not to keep colleagues informed of each new development — NCVQ's own newsletter does this job admirably. Our major concern is to describe the complexities of the process of developing National Vocational Qualifications. The report introduces many of the organisations and agencies which are involved in the establishment of a new framework of vocational qualifications, and describes the work in a number of major occupational sectors. It is recognised that not all sectors with which a further education college might be involved are included, but it was felt that the document should not be delayed by trying to include information on every sector.

The report describes some of the major issues concerning the introduction of the new framework of vocational qualifications which it is probable colleges will have to face in the future, and provides some information concerning the likely implications for each occupational sector.

It is to be hoped that this report proves valuable to colleagues, not least by illustrating the current complexity of the world of vocational education and training.

FEU would like to thank all those who have helped in the preparation of this report.

Nick Brewster
Development Officer
Further Education Unit
September 1989

GLOSSARY OF ABBREVIATIONS

ABTA-NTB	Association of British Travel Agents National Training Board (LIB for Retail Travel)
ABC	Administrative, Business and Commercial Training Group (LIB for Business Administration)
ATB(VQC)	Agricultural Training Board (whose Vocational Qualifications Committee is LIB for Agriculture)
ATTITB	Air Transport and Travel Industry Training Board (wound up 1982)
BCTL	Bus and Coach Training Limited (LIB for public service vehicles)
BTEC	Business and Technician Education Council
BIC	Building Industry Council (representing major building professional interests)
C&G	City and Guilds of London Institute
CCETSW	Central Council for Education and Training in Social Work
CITB	Construction Industry Training Board (LIB for Building and Construction)
COTAC	Certificate of Travel Agency Competence
COTAM	Certificate of Travel Agency Management
COTOP	Certificate of Tour Operating Practice
CPTC	County Proficiency Test Committees (organised under NPTC)
CPVE	Certificate of Pre-Vocational Education
CSC	Caring Sector Consortium (LIB for the Caring Sector)
DES	Department of Education and Science
DITB	Distribution Industry Training Board (wound up in 1982)
DITT	Distributive Industries Training Trust (formed in 1982 to hold remaining DITB funds)
EVB	Examining and Validating Body
EITB	Engineering Industry Training Board (LIB for Engineering)
ESITC	Electricity Supply Industry Training Council (LIB for Electricity Supply)
FEU	Further Education Unit
GCSE	General Certificate of Secondary Education
HGV	Heavy Goods Vehicle
HCIMA	Hotel and Catering Industry Management Association
HCTB	Hotel and Catering Training Board (LIB for Hotel and Catering)
HTB	Hairdressing Training Board (LIB for Hairdressing)
HVNJIC	Heating and Ventilating National Joint Industrial Council (award body for NVQs)
IGD	Institute of Grocery Distribution
JIBECI	Joint Industrial Board for the Electrical Contracting Industry (award body for NVQs)

LCCEB	London Chamber of Commerce Examinations Board (accredited for NVQs in Business Administration)
LGTB	Local Government Training Board
LIB	Lead Industry Body (with role of developing standards for NVQs)
MC tests	Multiple choice tests
NACDET	National Association of Colleges in Distribution Education and Training
NAMCW	National Association for Maternal and Child Welfare
NCVQ	National Council for Vocational Qualifications
NEB	National Examination Board
NEBAHAI	National Examination Board for Agriculture, Horticulture and Allied Industries (accredited with NPTC for Agriculture NVQs)
NHSTA	National Health Service Training Authority
NJC	National Joint Council
NNEB	Nursery Nurses Examination Board
NPTC	National Proficiency Test Council (tests skills in Agriculture and is now joint award body for NVQs in Agriculture)
NROVA	National Record of Vocational Achievement (NCVQ individual record system for vocational qualifications and credits towards them)
NRTC	National Retail Training Council (LIB for Retail)
NSTO	Non-Statutory Training Organisation
NVQ	National Vocational Qualification
NWTC	National Wholesale Training Council (LIB for Wholesale)
PEI	Pitman Examinations Institute (accredited for NVQs in Business Administration)
RSA	Royal Society of Arts (accredited for NVQs in Business Administration)
RTITB	Road Transport Industry Training Board (LIB for Motor Vehicle Retail and Repair (except public service vehicles — see BCTL))
SCOTVEC	Scottish Vocational Education Council
TVEI	Technical and Vocational Education Initiative
VET	Vocational Education and Training
YTS	Youth Training Scheme

Vocational education and training (VET) faces radical changes over the next decade and further education (FE) institutions need to decide their strategies for developing services, staff and resource structures to meet these changes.

Previous FEU publications on National Vocational Qualifications (NVQs) have outlined change towards a competence-based, employment-led VET system. A definition of competence has been put forward which contrasts with narrower interpretations shown by some Lead Industry Body standards. This is despite the fact that the National Council for Vocational Qualifications (NCVQ) and the Training Agency agree that competence is a wide concept, which encompasses the abilities to transfer knowledge and skills to new situations, to plan and organise work, to cope with unforseen situations and to work effectively alongside others, including co-workers, managers and clients.

The changes in role and form of assessment required for NVQs has been touched upon — qualifications defined by workplace outcomes have to be viewed as distinct from learning processes, courses or training programmes. This has major and immediate implications for both FE colleges and examining and validating bodies (EVBs).

The quality and relevance of NVQs will depend on the concept of competence applied in standard setting and in NVQ assessment systems and methods. This will in turn affect the form of courses and training. The issue for FE institutions is what kind of action they can take to help assure both the quality of the system and an effective role for FE.

The purpose of this report is to provide basic information on:

- standard setting and NVQ development for selected occupational areas, the context of this and some related issues;
- accredited NVQs in these areas and, where possible, progress towards further accreditations.

Data has been gathered for the following areas:

- Agriculture
- Business Administration and Commercial
- Caring
- Construction
- Engineering
- Hairdressing
- Hotel and Catering
- Motor Vehicle Retail and Maintenance
- Retail
- Travel and Tourism
- Wholesale

The first part of the report describes the standards programme and accreditation and raises some general issues; the second gives details on accreditation for each occupational area.

LEAD INDUSTRY BODIES: ROLE AND DIFFERENCES IN APPROACH

The goal of the standards programme is a system of qualifications which will 'facilitate access to relevant training and vocational education throughout working life for every member of the workforce [currently some 24 million], at every level from entry to top management' (*Employment for the 1990s*, Department of Employment, December 1988).

Standards for each occupational area are set by a Lead Industry Body (LIB) and these standards form the bases for NVQs. The Training Agency has designated some 130 LIBs and funded projects for standard setting. The process continues and new LIBs are designated as necessary.

LIBs may be training organisations (Non-statutory Training Organisations or Industrial Training Boards), other existing bodies or new bodies set up through Training Agency initiatives. Their task usually involves mapping the occupational area and reviewing qualifications, before planning and implementing a programme of standards development for future NVQs.

LIB starting positions vary:

- ITBs (CITB, EITB, HCTB, RTITB) had developed strongly embedded systems of training and certification which, however, differed in the degree to which they met 'competence-based' criteria;
- for others, industrially based qualifications or national standards already existed (ABTA-NTB, ATB (VQC)), while in some cases these had not been developed (ABC, HTB, NRTC, NWTC);
- EVBs and FE often had a major role in current certification (ABC, ABTA-NTB, ATB, CITB, EITB, HCTB, HTB), but this was sometimes less significant (NRTC) or even non-existent (NWTC);
- the Youth Training Scheme (YTS) had sometimes been the main focus for new standards and qualifications (ABC, ATB, HTB, HCTB) which then became the basis for level I/II NVQs, while for others III/IV was the starting-point.

Other differences in nature or scope of each LIB stem from factors such as:

- the size of workforce (tens of thousands to several millions) and range of occupations (contrast ABTA-NTB, HTB, ATB with CITB, CSC, EITB, HCTB);
- the industrial structure and organisation of training (contrast the retail industry, dominated by large firms with their own training to company, not national, standards with the casual structure met in Construction which makes training hard to organise);
- to what extent occupational areas are discrete (e.g. HTB, ABTA-NTB), overlap with other sectors and LIBs (CITB, EITB, HCTB), include specialist applications (NRTC, NWTC), or span many sectors (ABC);

- whether professional or other bodies (themselves often LIBs) have interests in standards and qualifications (especially for levels III/IV) within the LIB's general remit.

An LIB's function is often not limited to standard setting. Whether a LIB also has major training interests, develops its own qualifications or employs hundreds or only a handful of full-time workers will, together with factors like those noted above, affect its style, priorities and impact on the system as a whole.

PROGRESS IN STANDARD SETTING

Standard setting is continuing, both to refine competences for current occupations and to update them for new skills and job roles. Table 1 shows in bold type levels where 'new' standards have been developed under the current standard setting programme.

Table 1: Standard setting

Occupational area	*LIB*	*Standard setting*	*NVQs*
Agriculture and Commercial Horticulture	ATB (VQC)	**I & II** completed III/IV commenced	**I** (II:89) (III/IV?) (I/II:89)
Amenity Horticulture	LGTB + National Forum for Horticulture	I/II under way	
Business (Many professional and other groups)	ABC Training Group	**I/II** completed III/IV commenced	**I/II(+)** (some III/IV 89?)
Caring (many disparate groups)	CSC	some work, e.g. Dental Assistants	?
Construction	CITB and others	**III most trade** (III/IV technician/ professional ?)	**III** (*) (III 89?) (IV ?)
Engineering	EITB and others	(I-IV commenced - complete 1990)	**I,III,IV**
Hairdressing	HTB	**II** complete (III/IV advanced)	**II** (III 90?)
Hotel and Catering	HCTB (+HCIMA III/IV)	**I & II** complete (III/IV commenced)	**I/II(+)** (III/IV?)
Motor Vehicle Retail and Repair	RTITB	continuing	**I,III(+)**
— Public Sector	BCTL		**III**
Retail	NRTC with specialist sector bodies	**I & II** complete (III/IV draft)	**I/II(+)** (III/IV -89/90)
Retail Travel	ABTA-NTB		**II-IV(+)**
Tourism	being set up (HCTB training work)		(89?)
Wholesale (many sectors)	NWTC with specialist sector bodies	**I/II core** complete — specialisms begun III/IV begun 89	(I/II 89) (III/IV -90)

(*) Initial accreditation of very limited areas
(+) Further accreditation to come at that level

'New' standards are usually more competence-based and comply more closely with NCVQ criteria than those predating the current initiative. However, some existing or 'old' standards are closer to these criteria than others and may make the task of setting new standards less immediately urgent.

Table 1 gives accredited NVQ levels in bold type, whether based on old or new standards. NVQs in Agriculture, Business, Hairdressing, Hotel and Catering and Retail are based on new standards while the remainder relate to existing provision.

No LIB has yet completed new standards work beyond level II, though some have finished I-II and are working on III-IV. CITB is furthest advanced on level III but has not started on I/II, while in some areas new standards work has only just begun (Caring, Leisure, Travel, Tourism, RTITB).

In Construction and Engineering, standard setting is complex because of the range of occupations, involving many groups and detailed co-ordination. EITB has begun a 'Coherence Project' to cover competences for levels I-IV by 1991; CITB's NVQ Committee is tackling craft and technician competences at III/IV while developing a matrix of units to cover all four levels.

Business Administration has been dominated, below professional levels, by EVBs. Qualifications are mainly college-based and there are no industry-led arrangements which might be approved. NVQs (I/II) are based on the new Administrative, Business and Commercial Training Group (ABC) standards.

Professional and other bodies need to be involved at levels III and IV:

- the Engineering Council represents some 50 bodies, maintains the qualifications of Technician Engineer and Engineering Technician (as well as Chartered Engineer) and works closely with EITB;
- a comparable structure is likely to emerge in Construction to enable some 40 interested bodies to work with CITB in developing standards and qualifications;
- business, with over 100 interested bodies, lacks co-ordinating machinery and the task for ABC, NCVQ and EVBs is highly complex;
- in other areas professional bodies are fewer and joint approaches easier — HCTB, for example, is working with HCIMA, C&G and BTEC to rationalise levels III and IV; however, several LIBs await standards from the Management Lead Body before they can complete levels III/IV.

NCVQ ACCREDITATION

NCVQ has the task of establishing a framework of NVQs covering all main occupational sectors and securing its acceptance by industry at all levels. As yet, most NVQ proposals do not entirely meet NCVQ criteria, although a framework must be in place by 1991. Accordingly, most accreditations are provisional, conditional and for two years only.

NCVQ has identified four criteria to be met for conditional accreditation. Proposed arrangements must, as a minimum:

- test performance — not merely knowledge and understanding;
- be endorsed as best current practice by an appropriate body in the sector (typically but not necessarily an LIB);
- provide for valid and reliable assessment methods;
- ensure adequate quality assurance systems and resources.

Where standard setting is not advanced, NCVQ may accredit current qualifications subject to conditions to be met over two years. Such NVQs might not be in unit or competence form, might not separate assessment from delivery, and might have only embryonic workplace assessment. Conditions and a two-year limit have also been applied to most 'competence-form' qualifications based on 'new' standards, and recommendations for further development have been attached to 'unconditional' five-year accreditations.

Although NVQs may not at first always mean major change for FE institutions, the pace of change will increase over two to five years and NCVQ strategy is likely to involve progressively stronger application of its criteria.

AWARDING BODIES AND TYPES OF AWARD

At least two bodies are usually party to each NVQ award: one industrial, the other an examining/validating body (EVB). In many cases a further specialist industrial or professional body may be added, especially for higher levels in areas such as Business, Construction and Engineering.

Because Business Administration has no established industrial body, the LIB has supported parallel accreditation of five EVBs to award NVQs on their own. For Wholesale, the opposite may occur — EVBs may not be involved.

In the case of 'parallel' awards an individual or institution can decide which of two or more qualifications to use for the NVQ. 'Joint' parties have different roles (e.g. workplace or 'knowledge' assessment) within a single qualification. These roles vary for different joint awards.

Table 2: NVQ awarding bodies and EVBs

Shown below are the bodies associated with the award of accredited NVQs (see Glossary for key to abbreviations). Bodies for joint awards are hyphenated while those for parallel awards are separated by oblique. Years in bold type show when reaccreditation is due.

Sector/accreditation	*Awarding bodies*	*Development towards NVQs*
Agriculture		
Preliminary Certificate 1	NEBAHAI-NPTC **1994**	BTEC likely to be involved in III/IV
Business Administration		
Foundation 1 Three Options II Receptionist II	C&G/LCCEB/PEI/RSA/ BTEC RSA **1991**	BTEC First accredited subject to ABC agreement: core 1; option II. LCCEB/PEI/ RSA higher secretarial and BTEC National/Higher with NCVQ
Construction		
Electrical Supply III Electrical Installation III Heating and Ventilating III	ESITC-C&G JIBECI-C&G-CITB HVNJIC-C&G-CITB **1990/91**	CITB-C&G submitting most crafts for III in 1989; BTEC and professional bodies involved in discussions for technician I-IV
Engineering		
Foundation Craft III Technician III/IV	EITB-C&G/EITB-BTEC EITB-C&G/EITB-BTEC EITB-BTEC **1991**	Current NVQs based on old system — new standard being developed for I-IV by EITB, to complete by 1991
Engineering Maintenance		
9 Process Industries III	EITB-C&G/BTEC plus relevant industrial body **1991**	Further industries likely to be included — currently glass, plastics, chemicals, tobacco, etc.
Hairdressing		
Two Titles II	HTB-C&G; 5 years **1994**	launched on 1 May 1989 NVQs include Caribbean and Afro Hairdressing
Hotel and Catering		
Seven Titles I Three Titles II	HCTB-C&G HCTB-C&G **1989/91**	More specialisms and broad foundation to come for I/II; BTEC First/National/HN with NCVQ; NCVQ/HCTB/HCIMA/ BTEC/C&G discussions re. III/IV
Motor Vehicles		
Two Titles I Four Titles III HGV Driver III HGV Instructor III	NJC-RTITB-C&G/BTEC NJC-RTITB-C&G/BTEC RTITB RTITB	More titles possible at I/III; NVQs based on current system but new standards/areas being developed; BTEC not involved in all titles
Public Sector		
PSV Craft III Drive Instruct III	BCTL-C&G/BCTL-BTEC **1990/91**	
Retail		
Retail Certificate I/II (10 Specialist Options on Retail Certificate — e.g. fashion/wine/DIY)	NRTC-C&G **1991** (NRTC-C&G)	Discussions with BTEC/C&G/ PEI/RSA, whose position for I yet to be agreed; same group plus C&G discussing III/IV with NRTC/NCVQ
Retail Travel		
Travel Skills II Travel Studies III Advanced TS IV	ABTA(NTB)-C&G ABTA(NTB)-C&G ABTA(NTB)-C&G **1991**	18 months industrial experience still a requirement for NVQs
Tourism	LIB being formed	BTEC/C&G both likely to submit
Leisure	LIB to be formed	BTEC and C&G have both submitted —waiting for LIB
Wholesale	NWTC (maybe alone)	I/II late 89; III/IV 90

NVQ LEVELS

Occupational level need not coincide with educational level, although degree of equivalence across an NVQ level may be comparable with that for (say) GCSE or first degree. Some issues of level are illustrated below.

- Levels may not correspond with current stages in qualifications. In Construction there has been debate whether the CITB-C&G full craft certificate should be at level II or III. NCVQ has accredited at III but asked award bodies to include some supervisory and management competences (current qualifications omit these altogether).
- The same educational qualification may be linked with differnt levels: the BTEC First in Engineering is at level I; for Business Administration, core will be I while some options will lead to II.
- NVQs at the same level can vary in scope or 'weight' (perhaps from 4 to 16 units of similar 'size'), and the typical period needed for like individuals to achieve different NVQs at a given level might range from a few weeks to years.
- Levels are determined by industry. Currently level I Engineering is linked to EITB Basic Engineering Training parts 1-3. After research and consultation EITB proposes to reduce this to parts 1-2 only. Similarly, if there is no corresponding job level within an industry, the NVQ level will not occur: Hairdressing may exclude level I and in Construction there is doubt about acceptance of levels I and II.

STANDARDS-BASED SYSTEMS

Once LIBs have set employment-led standards for qualifications, any person who can satisfactorily demonstrate the relevant work competences, however or wherever achieved, is entitled to a qualification. NCVQ policy requires award bodies to remove any constraints on access to assessment, which must not depend on any specific experience, course or training programme.

The resulting split between assessment and 'courses', learning or training processes makes difficulties for some qualifications, e.g. where assessment has been closely linked with or based on learning activities. It also means that competences need to include abilities not easy to assess over a short timespan, but perhaps observed within the learning/training process or, at the workplace, best assessed by observing work over a period.

Open access policy has been only partially applied so far and it seems unlikely that its implications are fully appreciated by all bodies. NCVQ will increasingly press the policy and its impact is likely to be felt more widely towards 1991.

EXAMINING AND VALIDATING BODIES (EVBs)

EVBs so far involved are NEBAHAI (the Agriculture examining body, administered by C&G), C&G, BTEC, LCCEB, PEI and RSA. While each is likely to be further involved, those (like RSA, LCCEB and PEI, and especially C&G) that have focused strongly on specific qualifications and nationally set assessments are best placed for the new system. BTEC's broader

qualifications and process-linked assessment is less easy to accommodate.

BTEC is likely to continue working towards accreditation for its full product range, but there may be areas where it will offer preparation for NVQs rather than a direct route: for example, BTEC National students in Travel and Tourism form a large proportion of those taking the C&G/ABTA 'COTAC' assessments now accredited for NVQs in Retail Travel.

PROGRESSION AND CREDIT ACCUMULATION

Once NVQs exist, the individual's official record (NROVA) can be used to record unit credits however and wherever gained. In the interim, NROVA can be used to record other qualifications, and the question of credit for them arises. This will need detailed negotiation and an extended database which NCVQ is now developing alongside an NROVA pilot with the main EVBs.

In the longer term, some qualifications may attract credits rather than full NVQs, and the degree of credit for full-time students could well depend on the opportunities for work-based assessement.

Some LIBs are considering credits for achievement in CPVE, TVEI and GCSE (e.g. CITB and ABC) — EITB plans to adjust level I to cater for more YTS trainees, although it has doubted the reliability of YTS and CPVE standards. Continuing work on CPVE credits towards EVB awards will be brought into the system as the NVQ range extends.

Progression from level IV has still to be worked out. BTEC and other bodies are developing continuing education and other routes to professional qualifications and exemptions. NCVQ research shows that most professional bodies wish to be involved in standards and qualifications for levels III/IV. There is progress particularly in Construction, Engineering, Hotel and Catering and Business (Building Societies, Accounting Technicians).

NCVQ's role at levels V/VI is unresolved.* Government has asked NCVQ to proceed with professional body support. Most bodies feel the system should prove itself at levels III/IV before any extension, and the most influential (mainly chartered and statutory) tend to doubt the need for NCVQ above level IV, although others tend to favour this. Future changes in higher and vocational education finance could alter some perceptions.

ASSESSMENT: OPEN ACCESS AND PRIOR LEARNING

Current accreditation stresses removal of constraints rather than positive steps to extend access, and open assessment will take time to achieve, although pilot work is in progress. The position of sectors varies:

- Hotel and Catering/Retail — employees take practical assessments on the job but must also take C&G 'knowledge' assessments;
- Agriculture and Hairdressing — practical assessments at work or at a training centre coupled with oral questioning;
- it may be difficult to disentangle assessments from learning/training programmes in some areas, notably Business and Engineering;
- although Retail Travel assessments are taken externally, there

* Since this was written the Secretary of State for Employment has announced that the Government has extended the remit of NCVQ to include higher levels of vocational qualifications.

is 18 months obligatory work experience and an employment log book.

It may be helpful to distinguish (a) clients in work who seek workplace accreditation for competences they possess and (b) clients with a range of possibly relevant experience from work, education/training or elsewhere who seek credit towards a chosen NVQ, perhaps through an 'assessment centre'.

Services for access to NVQs, including shortest possible routes, have already attracted the private sector. Whether standards are maintained will depend on how competences are defined (e.g. whether or not they cover 'whole job' roles), as well as on assessment monitoring and control.

Abolition of time-serving and other constraints should make NVQs achievable over shorter timescales although effective assessment of competence would tend to rule out short sharp tests as the primary measure of an NVQ. Much will depend on how NVQ assessment practice develops and how NCVQ applies criteria, especially to proposals aimed at the system's limits.

Individualised assessment is likely to be viable for FE institutions only if developed within a range of services such as:

- counselling, diagnosis and assessment of prior learning;
- open or flexible learning packages coupled with tutorial support on an appointment basis;
- training programmes for individual or grouped units selected from a 'college range', or developed to meet specific company needs;
- assessment services offered, in collaboration with suitable companies or other organisations, to both industry and the general public;
- training and support on methods of workplace assessment, including training for workplace supervisors.

Experience and expertise should enable FE institutions to offer competitive services, provided the approach is as flexible as that of competitors. This will mean implementing new organisational and resourcing structures tailored to such services, and ensuring that any wanted expertise is both acquired and readily available.

While such development may not appear urgent in the short term, there is a danger that, when the need is clearer, major markets could be already lost to competitors and FE's role much reduced. Some colleges have entered this market and others may wish to work on developing it — a growing call for flexible services is likely from 1991, and significant lead time will be needed to offer them.

MONITORING AND VERIFICATION

A common system (exemplified, for example, in Retail and Hotel and Catering) involves:

- a 'central contact' at each approved site or organisation, responsible overall for recording competences, issuing personal achievement records, and returns to the validating body;

- assessors who would typically be work supervisors proficient in the competences they assess and having had appropriate training;
- a 'countersigning', 'validating' or 'verifying' officer with suitable training who monitors assessor competence (advising on appointments), assessment procedures and standards;
- annual renegotiation of approval between the 'central contact' and the validating body.

In systems like Caterbase and Retail, the countersigning officer is a senior staff member in the approved organisation and in Retail there is also an outside 'verifier'; in other systems there may be a 'visiting assessor', 'moderator' or 'validating officer' (Agriculture has a 'regional validator' appointed by the National Proficiency Test Council).

Validating officers or equivalents will also visit off-job training centres (e.g. colleges) where assessment is carried out. In Business Administration these may be the main assessment sites and EVB assessors or moderators will be the only monitors. In Engineering, the C&G or BTEC award is part of the NVQ, and EVB monitoring will apply alongside EITB's.

Relationships between monitors for off-job and workplace assessment will vary between NVQs. Some are more clearly defined than others but much has yet to be resolved in practice if standards are to be assured, including perhaps common terms for main roles.

Assessor and validator training requirements range from the specific (HCTB trainer certificates for Caterbase) to less formal training days or no stated provision. NCVQ is likely to apply sharper criteria, particularly when the Training lead body has published standards.

FE institutions may wish to review and develop expertise in this area in the light of experience of different NVQs and awarding bodies, and could contribute to workplace assessor training in various ways, including flexible programmes for suitable qualifications.

OCCUPATIONAL AREAS

BACKGROUND

Sector characteristics

The main areas under the LIB are Agriculture and Commercial Horticulture. Related areas include Amenity Horticulture, Fish Farming, Floristry, Forestry, Horses, Landscaping, recreational and environmental activity, all of which involve other LIBs. There is also overlap with Business Administration and Management lead bodies, with Agricultural Secretaries as a significant grouping.

The workforce is tending to decline because of mechanisation* and larger units. This is offset somewhat by growth and diversification in recreational and other new activities.

VET organisation and development

NEBAHAI and BTEC are the main providers of qualifications. NEBAHAI was established in 1985 from a consortium of Agricultural examining bodies and is administered by C&G. The National Proficiency Test Council (NPTC — organised locally in County Committees — CPTCs) does competence tests often using colleges and staff. There are close relationships between NEBAHAI, ATB and NPTC in the development and provision of NVQs.

Colleges and ATB are the main providers of VET. FE's position is likely to remain strong, given a practical approach through model or even commercially owned farms, with work placements for full-time students. There is little sign of major growth in private sector training, though some YTS agencies are interested.

2500 are projected for levels I-IV in Agriculture, 2000 for I/II, showing some decline. The numbers are higher in Horticulture and growing in Floristry.

Implications for FE

NVQ candidates can no longer be required to have a period of work experience before entering a training programme, or be required to take a course.

Even closer workplace/college collaboration — the course/training focus being even more practical with less 'separate' treatment of 'theory' — will strengthen staff involvement in work-based assessment.

Assessment of 'external' candidates will need to be considered — there is support from employee organisations for assessment of prior learning to recognise skills of unqualified workers.

* Changes in EEC policy because of overproduction are now the major reasons, leading to 'set-aside' schemes and the like with reduction in labour.

PROGRESS TOWARDS NVQ STATUS

Accreditations

1 *Preliminary Certificate in Agriculture* (occupational sector — Agriculture/Farming General, Livestock, Arable Machinery).

Joint award by NEBAHAI (C&G administered) and NPTC. Entirely new scheme based on LIB (ATB (VQC)) standards.

Starting date: 1989 *Period:* 5 years ('unconditional')

Structure and content: four core units plus four option units from which units 5-11 must include either Stock Husbandry (5) or Cultivating (6). Core: Health and Safety, Driving Power Units, Implements and Power Units, Estate Management; Options 5-11: Stock Husbandry, Cultivating, Milking, Feeding Livestock, Workshop Tools, Harvesting, Agricultural Plants.

Assessment: 'work based' observation of practical activity and written/oral responses to questions, conducted by primary assessors under arrangements approved by NEBAHAI and NPTC. Assessment at both workplace and centre (college, etc.).

Full list of questions and expected answers given for each unit. Questioning to be allied to performance being observed except where essential knowledge cannot be inferred from this. No pre-entry conditions on access to assessment.

Approval of assessment centres: visit by NPTC/NEBAHAI Regional Verifier.

Monitoring/verification: Regional verifiers selected and trained under arrangements agreed by NEBAHAI/NPTC, final decision subject to NPTC ('may include reference to NPTC'). Primary assessors approved by regional office (RACs working with CPTCs). Verifiers verify assessments at both places of work and centres.

Assessor training: approval may be conditional on further training. NPTC/NEBAHAI responsible for training assessors/verifiers and will organise 'national training events'. There are also 'regional training events'. Regional and national meetings of verifiers with NPTC.

Other developments

Agriculture II and Commercial Horticulture I/II aim to be accredited 1989; Amenity Horticulture I/II making progress.

- The LIB is commencing work on the development of levels III and IV through the appointment of a steering committee involving BTEC, NEB and NPTC. The intention is to develop centrally devised units suitable for accreditation for NCVQ replacing the existing locally devised units.
- Fish and Game Husbandry is also making good progress.

BACKGROUND

Sector characteristics

Business Administration and Commercial covers clerical, administrative and secretarial workers in all sectors (nearly a million secretaries plus 2.5 million others). A National Working Party for Secretarial Standards has been set up as an additional lead body with links to ABC.

There are over 100 professional and other bodies with interests in the area, where base qualifications offer a route to many business occupations at level III and above. Many of these bodies will be involved with ABC in level III/IV standard setting, some as LIBs; the main groups include financial (Accounting, Banks, Building Societies, Insurance), marketing, and personnel.

There is also overlap with a number of parallel occupational areas such as management, leisure, public administration, travel and tourism, and there are qualifications linking business with areas such as communication media, design, engineering.

VET organisation and development

ABC estimates VET entrants to be some 150,000 a year, based mainly in colleges. The numbers taking EVB awards have been increasing, especially full-time students. Trends suggest numbers may hold even against falling rolls.

Colleges are the main providers of VET in some occupational areas, but the private sector involvement is growing. EVBs are providers of qualifications and there are no sector training bodies except LGTB (takes part in ABC but no longer trains or certificates in this area). BTEC is the major provider except for Secretarial (RSA) but LCCEB and PEI have very substantial numbers. C&G has entered this field with new qualifications. There is some EVB validation of private sector provision, both in-house and distance learning.

Many professional qualifications are level III upward with some college work, but most candidates prepare by correspondence.

EVB awards often secure exemptions and there is some joint provision (e.g. Accounting Technicians). Bankers maintain separate exam/course system with large college numbers.

Implications for FE

Colleges are likely to stay dominant but can expect private competition and may have to work hard to sustain numbers, especially by:

- developing assessment in co-operation with industry;
- extending work placement and initiating workplace assessment;
- setting up training systems with large firms or groups of small firms;
- developing and accrediting a mechanism for prior achievement.

PROGRESS TOWARDS NVQ STATUS

Accreditations

I *Business Administration (Foundation)*
Five EVB qualifications with parallel accreditation: C&G, LCCEB, PEI Business Administration (Foundation); RSA Vocational Certificate (Clerical); BTEC First Award (Core).

II *Business Administration* (four related titles/optional streams):

Office Procedures Business Procedures Secretarial Procedures General Reception	C&G, LCCEB, PEI and BTEC qualifications accredited for first three; RSA for all. RSA has different titles for first three; BTEC will offer a package of options for each title.

Award body is the relevant EVB alone. Schemes except RSA and BTEC are based on ABC standards. RSA will redesign to ABC competences by 1991. BTEC First Award to be respecified by 1991, with a pilot from 1989.

Starting date: 1988/early 1989; BTEC September 1989.

Period: 2 years (provisional/conditional) — ABC still refining standards.

Structure and content: Level I (except RSA) — 11 ABC Required Units. Level II — 19 ABC Optional Units of which 10-12 are taken by each stream, giving substantial commonality though few taken by all streams. Level I NVQ must be taken as part of level II unless subsumed in level II units. Leads to total programme of about 19 units for each stream.

RSA currently prescribes 17-20 'tasks' (each level) rather than units. Focus on core/transferable/personal skills, student-centred and integrative approach reflects ABC guidance but must be separated from assessment of competence outcomes. BTEC First covers both Level I (core) and Level II (options). It faces similar issues to RSA in redesigning First for 1991 but intends to retain breadth to achieve personal effectiveness in the occupational role.

Assessment: The assessment system should:

> 'incorporate assessment of performance in real work-based situations for as large a proportion of the activities as possible; where the variety or quality of work experience is insufficient to satisfy this principle, there should be high quality, realistic simulations to provide evidence of performance';
>
> 'permit and encourage work-based assessment of the trainee "in the round" rather than by a fragmented and over-detailed set of tasks and sub-tasks.' (ABC Standards Document).

Standards include relevant 'knowledge' underpinning elements of competence but not in performance criteria. ABC is looking at whether 'knowledge' can be inferred

from performance and whether it needs separate assessment. ABC is also investigating the possible accreditation of core skills and workplace and related assessment.

Approval of assessment centres: usually assessor visit though some EVBs use this only in cases of doubt or for centres not approved before.

Monitoring/verification: EVBs appoint moderators, visiting assessors or 'consultants' (LCCEB) with similar roles. RSA Chief Regional Assessors monitor centre assessors and advise nationally on their performance. C&G Assessors designate as well as monitor centre assessors.

Assessor training: usually day training for moderators, etc.; training for centre assessors still being considered.

Other developments

The way ahead on levels III/IV is not yet clear but ABC has commissioned a number of research projects to help it draw up guidelines on level III/IV and it should have come to some conclusion by summer 1989.

BACKGROUND

Sector characteristics

A wide range of different occupations under very different bodies have been brought together under the new Care Sector Consortium (CSC) (LIB). The Consortium includes national level employer, trades union and professional body representation for England, Wales, Scotland and Northern Ireland for the public, private, voluntary and statutory health, social services and probation services sectors. The Consortium also includes representatives of central government (Training Agency, DH, DES, NCVQ). The Consortium's Action Plan for standards development projects includes support worker occupations in health services residential, domiciliary and day care occupations, plus professions supplementary to medicine, child care and nursery nursing, community workers, dental surgery assistants and technicians and others.

The membership of the Consortium ensures that standards development projects are co-ordinated across the public, private and voluntary care sectors.

VET organisation and development

Awarding bodies include NHSTA (ambulance personnel), CCETSW (social work), NAMCW (nursery care), NNEB (nursery nurses) and a range of professional bodies, including the UKCC (nurse qualifications). Within FE the major EVBs are BTEC, C&G and SCOTVEC, all of whose awards are taken by increasing numbers — these include:

- *C&G 325-1: Community Care Practice*
  Day or residential care for children, the elderly, or people with disabilities. Entry 18+; in-service or pre-service.

- *C&G 325-2: Foundation Management for Care*
  For those over 20 with a qualification or experience in the care sector; in-service for supervisors and potential managers.

- *C&G 325-3: Advanced Management for Care*
  For those over 23 with experience and qualifications at supervisory level: in-service for senior managers.

- *C&G 331: Certificate in Family and Community Care*
  Vocational preparation — 2 years full-time with at least 180 hours work placement each year; minimum entry 16.

- *C&G 356: Practical Caring Skills Parts 1 and 2*
  Two-year programme of on- and off-job training designed for YTS, though Part 2 may also be done in-service.

- *BTEC First Certificate and Diploma in Caring*
  Generic introduction to caring occupations; entry 16+.

- *BTEC National Certificate and Diploma in Health Studies*
  Preparation for entry to professional nurse training; entry 16+.

- *BTEC National Diploma and Certificate in Caring Services (Nursery Nursing)*
  Preparation for nursery nursing and other work in child development.

- *BTEC National Diploma and Certificate in Caring Services (Social Care)*

- *SCOTVEC Modules* (consult current SCOTVEC catalogue)

- *BTEC HNC/HND Science (Medical Laboratory)*

- *BTEC HNC/NC Science (Medical Physics and Physiological Measurement)*

- *BTEC HNC/HND/NC Science (Dental Technology)*

- *BTEC HNC/NC Science (Pharmaceutical)*

- *BTEC HND Orthotics and Prosthetics (for NHS)*

- *BTEC NC Science (Dental Assisting)*

Implications for FE

This is a potential major growth area with new qualifications recently introduced and being further developed. Attention to NVQ development is likely to be worthwhile.

PROGRESS TOWARDS NVQ STATUS

Accreditations

NCVQ conditional accreditation is being sought by the Examining Body for Dental Surgery Assistants in conjunction with the Standards and Training Advisory Board for Dental Surgery Assistants for a work-based assessment system based on employment-led standards of competence. This is anticipated by end 1989.

National standards for support workers in the health sector are expected by late 1989. It is anticipated that conditional accreditation will be available late 1989/early 1990.

National standards for residential, domiciliary and day care occupations are expected by January 1990, with conditional accreditation anticipated by April 1990.

CSC has three standards development groups covering residential, domiciliary and day care occupations, support workers in health sections and those occupations working with children under 7 and their families. A group has also been set up to map existing qualifications across the whole sector.

BACKGROUND

Sector characteristics

This is a large, diverse and currently booming industry covering many different occupations and overlapping with many other occupational sectors including gas and electricity supply and off-shore oil. There are some 1.25 million direct employees but several times this number use construction skills. There are many small firms, and even major firms only employ small numbers direct.

Main occupations include: craft trades, specialist trades and services; technicians and professionals in architecture, surveying and building control, services and civil engineering.

Bodies with interests in standards include trade bodies (e.g. electrical contractors) whose remit spans other industries and a large number of professional bodies including the chartered ones represented on the Building Industry Council. Discussions are under way to bring all interested bodies under a common umbrella.

VET organisation and development

Colleges are the main deliverers of qualifications, although CITB does much direct training, has a field staff of 500 and is managing agent for a YTS of 22,000. CITB skills testing takes place in some 200 centres, most of which are attached to colleges. Large companies are tending not to organise their own training.

EVBs are C&G for crafts (some 60,000 candidates a year for craft and advanced craft) and BTEC for technicians (17,000 registrations and 11,000 awards a year for First, National and Higher). EVB qualifications secure credit or exemption for a number of professional qualifications.

There are shortages in many craft areas and room for technicians. Evidence is available to show a growing need for multi-skilled workers at a level below full craft.

Implications for FE

Colleges are in a strong position but competition is likely to increase from Group Training schemes and managing agents. After 1991 there may be three training options: college-based training programmes; self-study using CITB unit packs; flexible college study with unit packs and tutor support.

Workplace assessment is difficult to organise because of the impermanence of sites. This gives colleges an opportunity both to assist with this and to develop practical assessment based on simulation as an option.

PROGRESS TOWARDS NVQ STATUS

Accreditations

III Electrical Installation (Construction)
Heating and Ventilating Fitting
Heating and Ventilating Fitting and Welding

Joint CITB-C&G awards with JIB for Electrical Contracting Industry (JIBEC) and Heating and Ventilating NJIC (HVNJIC); covering very limited areas level III only, in nature of pilots not based on units or new standards.

I	*Electricity Supply*	Operating and Controlling power station systems (fossil fired): Providing Assistance
II	*Electricity Supply*	Ditto: 4 operator subtitles
III	*Electricity Supply*	11 titles including the above.

Joint awards C&G-ESITC (Electricity Supply Industry Training Committee); CITB not involved; based on existing provision.

Starting dates: 1988/89

Period: 2 years provisional/conditional

Structure and content: CITB Achievement Measurement Tests plus relevant C&G assessments: C&G 236-1&2 plus CITB AM1&2 (Electrical Installation); 604-1 or 597-1&2 plus HV1&2 (H&V Fitting); 604-1 or 597-1 plus 599 and JNIC Carbon Steel Welding Competence assessment (Fitting and Welding). C&G 654 plus ESITC tests used for Electricity Supply plus relevant C&G assessment (i.e. plus 232 part 2 or 221 part 2 or 225 part 2 or 214 part 2 or 654).

Assessment: Assessment policies not yet worked out in detail; CITB-C&G planning joint system rather than current dual approach. Competence will be assessed in skill tests or work-linked assignments as well as at workplace. Underpinning knowledge will be assessed, where it cannot be gathered from practical tasks, by written/oral questions or assignments.

Approval of assessment centres: by assessor visit.

Monitoring/verification: to be developed by EVBs but CITB's field staff force likely to be involved, at least in assessor training.

Other developments

Gas industry: work on levels I-III is reasonably well advanced and accreditation involving C&G is likely during 1989.

CITB is working on a matrix of units to set standards over whole sector and aims to submit for two-year conditional accreditation most craft III and some IV with C&G for 1989, and then to tackle I and II. Technician proposals may be delayed to 1990 by the need to work with professional and other bodies.

CITB is also working on the development of units of competence for Building Technicians (BITTS), to be followed by similar work in Civil Engineering. These will lead to NVQs level III and IV.

The following level III craft proposals, based on new standards, are to go to NCVQ. They are likely to be approved and will involve C&G, CITB tests and relevant trade bodies:

- bricklaying;
- plastering;
- carpentry and joinery;
- painting and decorating;
- wood machining;
- shopfitting.

Further level III proposals during 1989 are for Building Services crafts, e.g. Electricians, Plumbing; for Civil Engineering, e.g. Plant Mechanics, Plant Operatives, Tunnelling and Specialist Building schemes:

- general building operatives;
- roof slating and tiling;
- mastic asphalt work;
- built-up felt roofing;
- ceiling fixing;
- glazing;
- roof sheeting and cladding;
- floor laying;
- wall and floor tiling;
- fencing.

BACKGROUND

Sector characteristics

The decline in the workforce in this sector (3.4 million in 1960s/1970s to current 1.9 million) has slowed to 40,000 a year. Electronics has grown, though mechanical still takes 25% of workforce. The absolute growth in scientists/technologists is mainly in big and 'newtech' firms.

The largest decrease is in 'operators' (still 40% of workforce); craft workers now number 325,000 and technicians 176,000. The industry is dominated by large firms, many doing own training: 7% of companies account for half the workforce.

Many craft, technician and professional engineers work in other industries and EITB is active in allied sectors, e.g. with 'out of scope' firms such as process industries and MEECI (Mechanical and Electrical Engineering Construction Industry Sector) where it consults with CITB and the power generation bodies.

VET organisation and development

EITB craft and technician training includes a required FE element: C&G for craft, BTEC for technician and 'craftician' (EITB craft plus BTEC). A high proportion of EITB-approved 'basic training' centres are in colleges; a growing number of 'integrated courses' give FE and EITB certification.

There is some overall decline in VET numbers (though not all bodies) and a shortage of technician entrants (5000 needed for annual wastage, only 3000 entered EITB schemes in 1987). EITB 'Coherence Project' aims to make training more accessible and to open progression for existing workforce. From 1989 this has been linked with new certification scheme involving:

1. Record of Validated Achievement to record each unit of competence achieved;
2. Certificate of Validated Achievement: 'meaningful group of *unit credits*' which 'equate to the current Certificate of Craftsmanship' for the defined occupation;
3. NVQ: for unit groups approved by NCVQ (not necessarily same as CVA).

More take C&G/BTEC qualifications, and more are released by firms to do so, than take EITB. NVQs should give competence for 'whole job' not only technical skills.

The Engineering Council is the umbrella for 50 engineering professional bodies and responsible for Chartered Engineer, Technician Engineer and Engineering Technician qualifications. It defines main educational routes to the last two as BTEC Higher and National respectively.

Implications for FE

The FE position is strong though it could change under the Coherence Scheme since it is anticipated that occupational competence will be assessed in the workplace. Knowledge required could be gained on the job, from FE or from other providers. Competition is likely from in-company and agency schemes; colleges might consider:

- any students on FE courses but not in EITB-approved training schemes — how many will want NVQs?
- work-based assessment: possible college contributions (structured workplace experience and on-the-job assessment in the workplace, work-linked assignments)?
- flexible approaches and open access to learning and assessment — how can these be developed in collaboration with employers?

PROGRESS TOWARDS NVQ STATUS

Accreditations — conditional until 1991

I	*Engineering (Foundation)*	
II	*Craft*	Title depends on areas of competence
III	*Technician*	
IV	*Technician Engineer*	

Parallel joint EITB-C&G and EITB-BTEC awards for I and III Craft; joint EITB-BTEC awards for Technician and Technician Engineer. All based on existing provision and standards, and not specified in units of competence.

III Engineering Maintenance
Joint EITB-C&G and EITB-BTEC awards for process industries with the relevant specialist industry body also party to the award. Awards cover: Refractories, Clay Pipes and Allied Products; Tobacco Industry; Biscuit, Cake, Chocolate and Confectionery; Glass; Plastics; Petroleum; Chemicals; Paper and Board; Man-made Fibres.

Starting dates: level I awarded to all meeting the criteria after 1 July 1988; new level I (if approved) applies to all meeting criteria after 1 July 1989; level III 1988/89.

Period: 2 years (provisional/conditional).

Structure and content:

Level I: EITB Basic Engineering Training Parts 1 and 2 and one option from Part 3* plus C&G 201-1 examinations or BTEC First.

III Craft: EITB Certificate of Craftsmanship plus C&G 200 series Part 2 or BTEC National Certificate/Diploma in appropriate area ('Craftician').

III Technician: EITB requirements for Technicians in TR21 booklet *The Training of Technicians in Engineering* plus appropriate BTEC National Certificate/Diploma.

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* EITB seeks to reduce level I to BET Parts 1 and 2 only which may involve some reduction in present FE/EAVB requirements. Also proposes a level II for 'operators' which may or may not include 'appropriate FE'.

IV Technican Engineer: EITB requirements for Technician Engineers in TR21 plus BTEC Higher National Certificate/ Diploma in appropriate area.

III Engineering Maintenance: EITB-BTEC or EITB-C&G plus any further assessments required by appropriate industry body.

EITB certification depends on completion of training programmes and, whilst based on standards, is sometimes linked to timescales for convenience by employers. This will change in 1991, as may EAVB assessments.

Assessment: parallel ('dual') for C&G/BTEC and EITB until 1991; EITB skill tests used to help prepare for workplace assessment carried out by supervisors, under a 'controller'. From 1991 EITB intends 'workplace assessment over a period and in a variety of circumstances'; assessing not linked to training programmes is seen as less easy, and not to be done simply by short tests.

Approval of assessment centres: BTEC/C&G visits at least to new centres; EITB approval of skilltest centres and company/workplace centres.

Monitoring/verification: 'Validators' (possibly EITB Field Officers) to monitor centres; will need to work with C&G/ BTEC Assessors/Moderators.

Assessor training: BTEC/C&G visiting assessor/moderator day training internal EITB training for validators and workplace assessors (pilot work currently being done).

Other developments

EITB Coherence Project to produce flexibility in the training system will have up to 600 units covering operator, craft and technician for 1991 (levels I-IV): craft groups for General Units/Fitting Units/Electronic and Electrical/ Fabrication/ Maintenance/Machining/Welding; craft NVQ I probably 5-10 units with NVQ III perhaps 30-50 units building on NVQ I; separate role analysis for technician likely to mean fewer, larger units which will then be related to rest of Scheme.

EITB and NCVQ are discussing manufacturing supervisors, following work on a 'Meister' scheme with C&G, Training Agency, NEDO and the Gauge and Tool Industry.

BACKGROUND

Sector characteristics

HTB was formed in July 1986 at the instance of the then MSC with the immediate task of providing for YTS. Its members are:

- Association of Hairdressing Teachers, representing some 200 FE colleges;
- British Association of Professonal Hairdressing Employees, representing national and regional chains and product manufacturers — recognised as leaders in fashion;
- Caribbean and Afro Society of Hairdressers, founded in 1979 and linked with the expanding market in black hair care as managing agent for YTS programme in black hairdressing;
- Incorporated Guild of Hairdressers — an employers' association founded over 100 years ago;
- Hairdressing Council — statutory body set up in 1964 which maintains state register of hairdressers;
- National Hairdressers Federation — large craft employers association with membership of 9000 salon owners.

Overall numbers are difficult to estimate since hairdressers need not register, and casual and part-time work are common.

VET organisation and development

HTB developed a 'Nationally Preferred Scheme' for YTS, based on new standards defined by the industry. This has been refined as a basis for the NVQ level II Foundation Certificate designed to replace C&G's competence-based scheme (300-1).

There were an estimated 21,000 candidates for the Foundation Certificate in its first year (numbers have tended to decline in recent years from the 23,000 high points).

Colleges are the main deliverers of VET. Some salons offer C&G as training agents but tend to use colleges.

Implications for FE

Colleges are in a strong position but may have to compete more in future with private agencies, particularly if these offer shorter routes to NVQs.

PROGRESS TOWARDS NVQ STATUS

Accreditations

II — *Foundation Certificate in Hairdressing*
— *Foundation Certificate in Hairdressing (including Afro-type hair)*

Joint award: HTB-C&G, administered C&G. C&G 3010 designed from HTB Training Information Base.

Starting date: 1 May 1989.

Period: 5 years ('Unconditional').

Structure and content: 11 units which cover technical skills:

Unit 01	Receiving, Directing and Checking out Clients.
Unit 02	Consulting Clients and Diagnosing Hair and Scalp Conditions.
Unit 03	Conditioning Hair and Scalp.
Unit 04	Shampooing Hair in preparation for other Salon Services.
Unit 05	Cutting Hair into Style.
Unit 06	Blow-drying Hair into Style.
Unit 07	Setting Hair into Style.
Unit 08	Permanent Waving Hair into Style.
Unit 09	Colouring Hair.
Unit 10	Neutralising Hair.
Unit 11	Selling Salon Services.

One additional unit which covers the Foundation Certificate in Hairdressing (including Afro-type hair):

Unit 12	Relaxing and Straightening Afro Hair into Style.

Assessment: at workplace, on or off the job or, if simulated (e.g. in college), must 'equate to normal commercial conditions, practices and pressures'. Oral and written questions are used to assess 'underpinning' knowledge. Some of the workplace assessment (customer contact) is oral and would require very careful simulation.

Approval of assessment centres: 'automatic' for LEA colleges of FE and Training Agency Approved Training Organisations. Others must apply three months in advance, are visited and pay for this.

Monitoring/verification: HTB-C&G jointly appoint 'verifiers' — HTB advertise, HTB and C&G select. Visits to centres twice annually to sample assessment (especially borderline candidates and different tutor assessments), examine records and observe assessment. Additional visits cost £50 each.

Assessor training: workplace assessors not currently trained. Proposals to train one person at each workplace and 'cascade'. Verifier appointment conditional upon attending training workshop and satisfying HTB and C&G of competence.

Other developments

HTB and C&G are developing level III/IV standards/NVQs with Training Agency funding, intended for late 1989 or 1990. Level III may be a supervisor who would supervise and train others but not manage a salon, while IV will be management. Existing C&G schemes are Advanced Hairdressing (300-2) and Salon Management (300-6); there is also a recent C&G pilot management programme.

BACKGROUND

Sector characteristics

This is a fast-expanding sector with 2.4 million employees and high turnover (272,000 new craft entrants levels I/II each year). About half the industry is large companies which provide their own training but smaller firms (e.g. hotels) are a major force.

There are close relations with tourism and sectors like recreation and leisure (Hotel and Catering attracts 45% of spending on tourism). Other sector-related bodies include brewers and innkeepers associations, the wine trade and HCIMA (the industry's management association) with its own qualifications. HCTB is a member of the Leisure and Tourism Forum and Sport and Recreation Lead Body.

VET organisation and development

Caterbase is HCTB's modular scheme for workplace assessment at levels I/II, developed and piloted with Training Agency support as a basis for NVQs, on which it has worked closely with C&G. HCTB 'does not seek to replace further education qualifications, but to complement and support them'. It hopes colleges will use Caterbase for practical training on full-time courses so that students can get joint certification once at work. Some industrial interests want broader foundation training than that offered by Caterbase.

HCTB provides training packages, short courses, open learning and other materials for management training, small business planning and training of trainers; these are linked with HCTB, HCIMA, BTEC and other awards.

Numbers: C&G — 60,000 candidates; BTEC — about 7300 awards, all levels; HCTB is managing agent for about 10,500 YTS trainees using Caterbase with C&G or, in some cases, BTEC.

Implications for FE

This is potentially an expanding area for FE, given close collaboration with the industry. Options include:

- seeking a part in company Caterbase/NVQ schemes as providers of some off-job training and assessors of 'knowledge' units;
- getting approval as a centre for Caterbase and NVQs by developing own 'business' operations and/or acting as an 'umbrella' for groups of smaller local firms;
- developing workplace assessment for full-time students to help prepare for full certification once at work.

PROGRESS TOWARDS NVQ STATUS

Accreditations

I	*Call Order Cookery*	*Food Service*
	General Kitchen Work	*Counter Service*
	Licensed Trade Catering	*Accommodation Service*
	Bar Service and Cellar Work	
II	*Food Preparation and Cooking*	*Food and Beverage Service*

Joint HCTB-C&G awards: specified Caterbase core and option modules plus appropriate C&G knowledge tests (700 or 704 for level I; 706-1 and 707-1 for level II).

Starting date: Food Preparation and Cooking accredited 1987, others 1988. Already running in centres. Already piloted with colleges.

Period: 2 years (provisional/conditional).

Structure and content: 108 specific Caterbase modules covering five occupational areas of work, in specific groupings for each NVQ. Also 11 'theoretical' written modules plus some practical assessments on matters such as health and safety, communication and interpersonal skills (not compulsory for the joint HCTB/C&G award but part of C&G assessment).

Assessment: Caterbase workplace assessments plus C&G multiple choice written tests. Caterbase assessment includes general performance criteria for work methods (e.g. hygiene, safety, interpersonal skills) which are used in assessing every module. C&G includes practical assessments for each module/unit, to help prepare students for Caterbase workplace assessments (need not be taken if Caterbase assessments already done).

Approval of assessment centres: available to HCTB-approved employers and others, including colleges acting as 'umbrella organisations' for groups of firms; available through joint approval arrangements being developed by HCITB/C&G.

Monitoring/verification: two separate systems — Caterbase and C&G, though an integrated system will be developed during 1989 (reaccreditation).

- Caterbase 'Countersigning Officer' is typically a senior employee at an industrial centre and is responsible for system's quality and assessors' competence. Assessors are workplace supervisors. A comparable system will be applied to any college centres.
- Practical and multiple choice tests are designed by C&G. Practical activities are monitored by 'visiting assessors'.
- Verification is through annual reapproval by HCTB and monitoring by HCTB Regional Advisers.

Assessor training: Countersigning Officers must have HCTB Training Certificate (five-day training programme) or equivalent, Assessors must have the Craft Trainer Award (three-day course) or equivalent. C&G Assessors are trained in conjunction with RACs.

Other developments

HCTB/C&G are developing the following for accreditation (some to be pilots from September 1989):

- Food Preparation and Cooking III
- Alcoholic Beverage Service III
- Reception III
- Food Service III
- Accommodation Operation III
- Master Chef IV
- Restauranteur IV
- Housekeeper IV
- Receptionist IV

BTEC/HCTB joint submission made to NCVQ for conditional accreditation for BTEC First, National and Higher.

Levels I and II: HCTB piloting a broad foundation NVQ with C&G, which could complement BTEC First; Hotel Reception I being prepared by HCTB and C&G.

BACKGROUND

Sector characteristics

The sector includes: retail (all vehicles); body building/repair; motor factors (GKN and Lucas to small, specialist firms); large and small garages; exhaust and tyre and windscreen fitting specialists, etc.

The NJC for Motor Vehicle Retail and Repair Industry awards National Craft Certificates (NCCs). These are the industry's basic standard, but semi-skilled work is growing. Public service vehicles (formerly RTITB) are now under Bus and Coach Training Limited, though still use some RTITB materials.

RTITB covers some 1.5 million workers 'in-scope', extending to: road haulage of all kinds including furniture removal; HGV drivers and instructors, freight — import/export; motorcycle couriers.

VET organisation and development

RTITB modular training system, assessed since 1976 to national standards, aims to cover all work in the industry (including clerical and admin); allows 'pick and mix' to meet individual needs; forms routes to NCCs in four 'Stages' linked to pay rates. Stages are not time-linked but tend in practice to take a year each, Stage 1 giving NVQ I and Stage 4 NVQ III. NVQs are likely to be popular with the industry, which has learned to value national standards.

The RTITB annual target for modular training is 30,000. YTS main entry to industry (20,000 a year) can reach Stage 2. Two-thirds of entrants drop out in the first three years and there is a serious shortage of skilled fitters, who command high wages. Each NCC Stage (and NVQ) specifies RTITB module tests plus C&G or BTEC; C&G numbers are much higher than BTEC, but BTEC numbers are increasing.

RTITB has a major programme of 'supported open learning' for management development: over 40 modules using learning packs, video and computer-based materials, with evening support available at colleges.

Implications for FE

Training may be on- or off-job, in company, training centre or college, followed by on-job experience. Most trainees attend college but NVQs may not always include EVB qualifications in the future (level III NVQs for HGV driving do not and individual RTITB tests can be taken alone).

It will be important for FE staff to seek involvement in RTITB test centres, keep closely in touch with new developments for semi-skilled workers, and consider flexible provision of a 'pick and mix' unit menu to meet varying needs.

PROGRESS TOWARDS NVQ STATUS

Accredited NVQs

I *Light and Heavy Vehicle Mechanics (Foundation)* — C&G 381-1 or BTEC
Light Vehicle Body Repair (Foundation) — C&G 385-1 or BTEC
II *Parts Distribution* — C&G 384-1
III *Light and Heavy Vehicle Mechanics (Nat Craft Cert)* — C&G 381-2 or BTEC
Light Vehicle Body Repair (Nat Craft Cert) — C&G 385-2 or BTEC
Parts Distribution (National Joint Certificate) — C&G 384
Motorcycle Retail Mechanics (Nat Craft Cert) — C&G 389
Public Service Vehicle Repair Maintenance (Nat Certificate of Craft Competence) — BCT-C&G/BCT-BTEC

NJC-RTITB-C&G or (where indicated) NJC-RTITB-BTEC joint awards; Bus and Coach Training Ltd (BCT) with C&G or BTEC joint award for Public Service Vehicles. Based on existing system which is being developed but is not strictly in competence form.

Starting date: 1988/89.

Period: Two years (provisional/conditional).

Structure and content (depending on title):

I 3-5 RTITB Foundation Tests plus 0-2 Post Foundation; C&G Part 1 or BTEC First;
II 3-8 further Post Foundation Modules (level B); C&G Part 2 year 1 or BTEC National units;
III 2-6 further Post Foundation Modules (level C); C&G Part 2 year 2 or BTEC National further units. Public Service Vehicle NVQs use BCT Tests.

For each title the FE element is standard but RTITB modules can be chosen from a range to suit need.

Assessment: FE/EVB and RTITB systems are distinct. RTITB modules assessed at testing centres (about 70% of 109 centres are located in colleges) under RTITB control; will now be administered by RTITB rather than C&G. Not strictly workplace assessment, but observation of trainee at work is continuously recorded prior to taking of test.

Approval of assessment centres: RTITB Skills Testing Centres strictly monitored and controlled by field staff; BTEC and C&G centres approved in the usual way (normally special visit for new centres). Centres may be colleges, managing agents or training organisations.

Monitoring/verification: RTITB test centre assessors are monitored by RTITB field staff acting as verifiers; EAVB centres monitored by BTEC and C&G Moderators and Visiting Assessors.

Assessor training: RTITB trains its assessors (may be college staff) for up to two weeks, and verifiers have further training. C&G and BTEC assessors and moderators have usual training/briefing days.

Other developments

Standards and competence format: each RTITB module may list hundreds of items and does not give performance criteria.

Modules are now being produced as manageable lists of competences, together with performance criteria, for assessment purposes.

EVB accreditation: BTEC provision is being considered for the Motorcycle Mechanic NVQs, and C&G's new 383 (Repair and Servicing of Road Vehicles) for the Light and Heavy Vehicle Mechanic NVQs and 398 for vehicle body competences.

Future NVQs: 90% of craft workers are covered by NVQs now accredited. Next priority is level II for semi-skilled including, for example, Exhaust Fitters (achievable by end of YTS). New NVQs for semi-skilled may not include EVB elements, though C&G has developed a tyre-fitting course. Other future NVQs include sales and reception. Industry expects receptionists to be diagnostic technicians on first step towards management and therefore, perhaps, level IV. In addition BTEC is developing Higher National Awards in Motor Vehicle Studies to meet NVQ level IV requirements.

BACKGROUND

Sector characteristics

Very large companies employ over 70% of the workforce, with the remainder working in a large number of very small firms. Grocers particularly influential, with the Institute of Grocery Distribution (IGD) playing a leading role. NRTC was formed in 1982 on demise of DITB, but the latter's funds are now held by the Distributive Industries Training Trust (DITT) which finances work in Wholesale as well as Retail.

The total workforce is about 2.5 million, of which some are office workers not targeted for Retail NVQs; new technology and mergers mean some reduction but the industry is booming. The industry includes specialist sectors with their own organisations (e.g. tobacconists, pharmacists, stationers, jewellers, wine trade, fashion).

VET organisation and development

Companies use FE fully for secretarial, catering and other staff, but only 1% of workforce study for national qualifications in retail (16,000 registered for C&G course and a few thousand with others); NRTC has 50,000 target for NVQ I/II — the Training Agency long-term target is 100,000.

IGD and major companies are main training providers and have sophisticated schemes, often with open learning and their own YTS agencies; some approved for BTEC/C&G; open learning and Training Agency financed. It is hard to estimate numbers in company schemes (NRTC is not involved). With Training Agency support, NRTC completed standard setting and produced a competence package which it has developed, and NRTC and C&G are joint awarders of the new Retail Certificate.

FE has, with exceptions, low penetration in Retail: NACDET (membership of 80 colleges) was set up to remedy this and has produced 'Integrated Training Programme' (Training Agency financed) for the Certificate and piloted it in three colleges (courses respectively C&G, RSA, BTEC) to link with NRTC pilots.

Implications for FE

NRTC and NACDET believe there is a major role for colleges which can develop the right resources and expertise:

- organising employer networks to give structured work experience and workplace assessment, with off-job training and support in college;
- providing flexible routes and tutorial counselling and support.

Some market for full-time courses will remain but its size is uncertain (fall in school-leavers but increased participation in full-time FE by social classes I and II).

PROGRESS TOWARDS NVQ STATUS

Accredited NVQs

I & II Retail Certificate Parts 1 and 2
Joint NRTC-C&G Certificates — new scheme based on new standards ('Training Information Base for the Industry Agreed Training Provision' — 1986).

Starting date: March 1989.

Period: 2 years to June 1991 (provisional/conditional).

Structure and content: Level I Foundation — Customer Contact, Stock Movement and Storage, Stock Replenishment, Good Housekeeping, Payments Handling and Processing, Health and Safety. Optional — 4 to be taken from 5 general optional units and/or from specialist sector units to be developed.

Level II Foundation — Stock Control, Price Change, Display, Communication. Optional — 6 taken from 7 general optional units and/or specialist units.

Assessment: workplace during normal work for all competences, may include 'arranged assessments'; knowledge identified against each element of competence is assessed by C&G through oral or written questions.

Approval of assessment centres: joint NRTC-C&G after visit of Verifier; renewable approval is for one to four years in respect of competences specified by agreement and limited to these. Approval normally company level. 'Umbrella' or grouped bodies may be approved to operate in establishments (e.g. training agents/colleges) associated with them. Centres must register minimum 25 candidates per annum.

Monitoring/verification: organised by C&G and based on:

- verifiers — appointed by NRTC-C&G to monitor and visit, on average, twice a year (likely to be trainers/ lecturers with experience in the industry);
- central contact — appointed by centre to liaise with NRTC/C&G;
- Countersigning Officer — senior person at centre responsible for system, assessor competence, trainees' Personal Achievement Records;
- Assessors — working supervisors who assess each competence during trainee's normal work.

Assessor training: company senior staff trained before centre given approved status, and company/centre must ensure assessors trained before doing assessment; NRTC has designed assessment training package for pilot activity: training should use 'face-to-face instruction' ... 'preferably in an off-job situation'.

Other developments

Levels III and IV: 60 draft competences have been produced (52 for levels I/II); a project to develop standards and NVQs began in June 1989. The project will utilise results of the Council for Management Education's work on generic skills before finalising draft. Level III and IV qualifications likely in 1990.

Levels I/II: Specialist Options being developed for 11 sectors at levels I and II, and more sectors are likely to follow in addition to the generic Retail Certificate. Ten Specialist NVQs should be available in late 1989.

Other EVBs: joint discussions on arrangements for accrediting BTEC, PEI and RSA, and LCCEB is piloting a retail qualification it plans to submit to NCVQ. NRTC aims for qualifications available from all major EVBs and hopes to resolve problems during 1989.

BACKGROUND

Sector characteristics

Travel and Tourism have often been linked together in FE although they have opposing commercial interests. From an industrial point of view the link is between Tourism, Hotel and Catering, Recreation and Leisure (all, unlike Retail Travel, fast growing).

Apart from Retail Travel, a Leisure and Tourism forum has been formed to oversee developments in the sector. Essentially the forum consists of the main lead bodies in the sector (e.g. HCTB, CCRSCO, etc.). ABTA-NTB (LIB for Retail Travel) was invited to develop a LIB for Tourism but it considered Tourism such a broad subject that it would prefer to be represented on such a body rather than to be solely responsible for developments in the sector; steps now being taken to form a Tourism LIB. An LIB exists for Sport and Recreation but its interests are currently being reviewed through a mapping exercise which will be followed by standards development for NVQs.

Retail Travel has an overall workforce of 72,000 working in 7,200 outlets and is tending to decline for the same reasons as retail generally. The industry is dominated by major companies, though most do not have their own training systems.

VET organisation and development

ABTA-NTB was formed in 1982, with the support of the Department of Employment, on the demise of most statutory ITBs. It took over the work of the Air Transport and Travel ITB on qualifications for Retail Travel. ABTA-NTB is the seventh largest YTS managing agent with some 2000 trainees a year. It has developed qualifications (based on ATTITB) with C&G taking 16,000 candidates a year: Certificates of Travel Agency Competence (COTAC 1 & 2), Management (COTAM) and Tour Operating Practice (COTOP) and Licensing Certificates for Rail with BR and Air with IATA. Some 10% of the workforce (mostly new entrants) take relevant vocational qualifications including BTEC National (2000 BTEC students also take COTAC).

Candidates may prepare for COTAC by on-the-job training alone, or by work experience linked with college course or home study (ABTA-NTB produce open learning material and sold 30,000 subject packs in 1988). ABTA-NTB has a Seal of Approval system for colleges but COTAC/COTAM is not limited to those approved.

COTAC/COTAM is awarded jointly by ABTA-NTB and C&G cannot be awarded unless student has completed 18 months experience in the industry — although 'timeserving' is against NCVQ policy there are legal reasons why ABTA cannot alter this in the short term.

C&G offers the Certificate of Tourist Information Centre Competence which was developed initially for the staff of Tourist Information Centres in the English Tourist Board Network and subsequently adapted for use in Wales and Scotland by the Welsh and Scottish Tourist Boards. Assessment is by two written papers (Organisation of Tourist Information Centres (3 hours) and Use of Reference Material (2 hours)) and Practical Assessment. Courses are run in association with regional and national tourist boards.

A qualification has also been developed by the tourist board, and attraction and museum operators for staff of a range of visitor attractions. The Certificate of Visitors Attraction Operators is suitable to be run 'in-house' by attractions or at colleges with close industry links. Assessment is by written paper (2 hours) assignment and coursework.

An additional management level qualification for attractions staff is also in course of development. This scheme has been devised by the Welsh and English Tourist Boards and representatives of the Museum Association and Historic Houses Association.

Other schemes have been developed for Guest House and Small Establishment Management (491) and Farm-Based Tourism (493).

BTEC offers First, National and Higher National qualifications in Leisure, which link with the professional body (Institute of Leisure Management) and National Certificate and Diploma in Performing Arts and in Sports Management.

Implications for FE

Further developments in Retail Travel are likely to be slow. COTAC is currently under review.

PROGRESS TOWARDS NVQ STATUS

Accreditations

I Certificate in Travel Skills (Cert TS)
III Diploma in Travel Studies (Dip TS)
IV Diploma in Advanced Travel Studies (Dip ATS)
ABTA-NTB/C&G joint award based on existing qualifications: *Level II* — COTAC Part 1 plus 18 months industrial experience; *Level III* — either Cert TS plus COTAC 2 or COTAC 2 plus industrial experience; *Level IV* — Dip TS plus COTAM.

Starting date: 1989.

Period: 2 years (provisional/conditional).

Structure and content: levels II and III: in each case two examinations — (a) Air Travel, and (b) General (package tours, surface travel, ancilliary services for II; world-wide holidays, surface travel, currency, etc. for III).

Level IV: six modules (Financial Admin and control; Agency Layout, Design, Equipment; Office Organisation; Staff Management and Training; Marketing; Law and the Travel Agent).

Assessment: for levels I and II there are two three-hour examinations in each case. For level IV a three-hour examination for each module plus an assignment for each module except Law. Details of assignments are issued to

each candidate two months before the examination. An element of workplace assessment for COTAC is to be introduced through the medium of 'employment logbooks'.

Approval of assessment centres: colleges/centres must contact C&G before offering a course or assessments.

Monitoring/verification: not yet finalised but C&G asserts that it is likely to be C&G visiting assessors whilst ABTA-NTB maintains that monitoring will be ABTA-NTB assessors who will not visit workplaces.

Assessor training: probably day training for assessors.

Other developments

Further accreditations for Retail Travel are unlikely and BTEC will not be submitting since its students already have a route to NVQs via COTAC. ABTA-NTB expects that accreditations at levels II, III and IV relating to the tour operating side of the industry will have been secured.

Both BTEC and C&G have already submitted proposals to NCVQ for Leisure and are likely to seek accreditation in Tourism. C&G is working with the English Tourist Board and BTEC is launching a new National Award in Travel and Tourism which it has developed with ABTA and the Tourist Boards.

The Leisure and Tourism Forum will be interested to act as the 'acceptable group' to consider qualifications for accreditation.

BACKGROUND

Sector characteristics

About 900,000 work in wholesaling and warehousing, and 17 or more industrial sectors are involved (from food and wine to pharmaceuticals, engineering, building, textiles, gardening, stationery). There are close relationships with Retail with members active in both sectors, and NRTC (Retail LIB) is represented on NWTC.

NWTC formed 1987 under Training Agency initiative and funded by both the Training Agency and DITT. Membership includes 15 of the main industrial sectors with wholesale interests; at least 60 non-statutory training organisations (NSTOs) and over 100 trade associations with major interests in wholesaling.

VET organisation and development

FE and EVBs have scarcely had an involvement in Wholesale, most studies in distribution being in retail or transportation. NWTC is committed to NVQs for Wholesale at all levels, with standards set by practitioners. There is substantial training expertise and provision in sectors of the industry and much use of open learning with some bodies, like IGD, active in Retail.

NWTC has not yet decided whether to approach one or more EVBs with a view to joint delivery of NVQs, or to retain this entirely within the industry. The latter is a real possibility and would be implemented in-company, with Group Training Schemes for those not covered, both supported by open learning.

Implications for FE

It is open to colleges to seek approval on the same basis as in Retail: by acting as an umbrella organisation for a group of small firms and/or by organising employer networks to give structured work experience and workplace assessment, with off-job training and support in college.

PROGRESS TOWARDS NVQ STATUS

The aim is to launch NVQs I and II late in 1989. Standard setting is now largely complete: 35 core competences have been identified and work is under way on specialist competences for Packaged Groceries, Engineering Supplies, Builders Merchants and Drinks.

Work has begun on levels III/IV and it is hoped to launch NVQs in 1990.

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Objectives

The objects for which **The Further Education Unit (FEU)** is established are to promote, encourage and develop the efficient provision of further education in the United Kingdom and for that purpose:

a) to review and evaluate the range of existing further education curricula and programmes and to identify overlap, duplication, deficiencies and inconsistencies therein;
b) to determine priorities for action to improve the provision of further education and to make recommendations as to how such improvement can be effected;
c) to carry out studies in further education and to support investigations of and experimentation in, and the development of, further education curricula and to contribute to and assist in the evaluation of initiatives in further education;
d) to disseminate and publish information, and to assist in the dissemination and publication of information, about recommendations for and experiments and developments in further education.

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